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CIRCULAR OF INFORMATION

REGARDING APPROVED
HIGH SCHOOLS & THEIR
EQUIPMENT AND THE
COURSES OF STUDY TO
BE OFFERED THEREIN



ISSUED BY
THE STATE COMMISSIONER OF COMMON
SCHOOLS OF OHIO

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CIRCULAR OF INFORMATION.

OFFICE OF THE STATE COMMISSIONER
OF COMMON SCHOOLS.

COLUMBUS, OHIO, March 10, 1903.

To Boards of Education:

In the official bulletin of the recognized high schools of the state of Ohio sent out from this office under date of January 29, 1903, it was stated that it was my intention to prepare a revised list of recognized high schools on or about the first of next November. To the end that all reports may be carefully examined and the results tabulated, notice is hereby given to those interested to file in regular form prior to said date all corrections, reports, changes, or other important items of information looking toward recognition or grade advancement. The department has been asked many questions relative to proposed changes of curriculum, increase of laboratory and library equipment, reasons for present assigned grade of school, and other matters of similar import. Other questions will undoubtedly arise. These should all be answered fully and promptly; official courtesy demands as much. The department, however, in justice to other important duties, cannot spare the time and clerical labor required to write detailed replies to all questions. Besides, there is a general demand for a more satisfactory statement of approved courses, and the accepted work and equipment for high schools of each grade. The following is an attempt to supply some of the definite information requested, difficult as the task may be. For convenient reference the whole matter has been treated under separate heads.

BUILDINGS AND GROUNDS.

The use of buildings separate and apart from the elementary schools is in the main recommended. High schools with their libraries, laboratories, recitation rooms, their changing classes and peculiar requirements, thrive best when separated from the schools of lower grade. Such a policy is not always possible in the smaller districts, but is so far as practicable the policy to be encouraged. Boards of education should give attention in a special way to the light, heat and ventilation of high school rooms. The needless climbing of long stairways should be avoided; all toilet arrangements should bear the stamp of common decency. Laboratories should be constructed and equipped in proportion to the needs and size of the classes;

and libraries should be for use rather than ornamentation. The planting of shade trees, the construction of walks, the care of the greensward, the construction of the building itself, and the provisions for sanitary closets should be in keeping with the highest expression of culture and refinement in the community, the high school being the crown of the local school system.

RECITATION PERIODS.

The recitation periods should continue from thirty to fifty minutes, according to circumstances; and, speaking ordinarily, no pupil should have over twenty recitation periods a week. All references to library books or encyclopedias and all tasks given should be definitely assigned. Care must be exercised that the hour spent in laboratory work does not become mere entertainment or play; it should be purposeful and scientific.

LIBRARIES.

No high school can accomplish such work as it should without ready access to and a fair equipment of well-selected books. For the general purposes of the school these should consist of literary and classical books for use in the study of literary subjects; of historical and biographical books for use in historical subjects; of books relating to science; and of encyclopedias, dictionaries, and reference books. Fine discrimination is needed in their selection. Often a library of 500 well-selected books rightly used is worth more to a school than a large city library selected with no conception of the needs of high school classes. Magazines and daily papers can often be used to advantage.

APPARATUS.

Sufficient emphasis is given to this matter in the statement of approved courses found elsewhere in this circular, but a word of caution will not be amiss. Boards of education should not be deceived into the purchase of cheap unpedagogical charts and devices peddled by divers agents more interested in their commissions and profits than in the quality of their commodities. Much of the best apparatus is inexpensive. All laboratories should be fitted and designed for practical use rather than ornamentation; they are work-shops rather than play-rooms.

HIGH SCHOOL TEACHERS.

The teachers selected for the high schools should be chosen for their special fitness for the work to be done. Graduates and professionally trained teachers should be preferred, and boards of education should remember that the quality and character of the instruction are of commanding importance. Buildings and laboratories, books and courses of instruction, important as they are, are not to be compared to the services, spirit

and attainments of genuine teachers; and good teaching costs money. No high school will be given the first grade without having at least two teachers.

A WORD TO SMALL DISTRICTS.

From the correspondence of the past year I am persuaded that the ambitions of some of the smaller districts of the state to secure to their high schools the first grade recognition are not always attended with the display of good judgment. It is perhaps not best for all of the districts to seek to spend as much money as will be required to maintain first grade high schools. The elementary schools must not be weakened or injured, desirable as high schools may be. Further, it is a question whether there ought not be a union of forces in some sections whereby some of the smaller schools may be improved for the benefit and convenience of several districts, and other small high schools now maintained be abandoned.

HIGH SCHOOLS OF THE FIRST GRADE.

Measured by the requirements of section 4007-4, a high school of the first grade will require an aggregate of not less than 512 recitations per year, and 2,048 in four years, for graduation. Each such school must provide four years of not less than thirty-two weeks a year of approved work and offer the equivalent of four courses a year of not less than four recitations a week in each course, or a total of sixteen courses for graduation, a course being defined as not less than four recitations a week continued throughout a school year. When section 4007-2, which defines the high school, is analyzed and made to apply to the daily practices and nomenclature in vogue in the schools, it will be found to cover about seven groups of studies. In practice these are styled—(1) Ancient and Modern Foreign Languages; (2) English (including Composition, Rhetoric, English and American Literature); (3) History (including U. S. History, Civil Government, General History, etc.); (4) Mathematics (including advanced Arithmetic, Algebra, Geometry, Trigonometry, etc.); (5) Science (including the various divisions of Natural, Political and Mental Science); (6) Commercial and Industrial Branches, and (7) Advanced Reviews of the Common Branches.

To give boards of education some freedom and choice in making their curriculums, and at the same time to represent all the essential lines of work enumerated in the law, I have thought it best to exercise the power granted to the State Commissioner of Common Schools in approving the courses and to indicate a minimum of work for twelve of the sixteen courses required to be offered, as follows: In Latin or other foreign languages not less than four years of work; in English not less than two years of work; in History not less than one year of work; in Algebra not less than one and a half years, and Geometry not less than one year of work; and in Science not less than two and a half years of work, one

year of which must be in Physics. The remaining four courses may be selected at will from other approved courses, or be given to those named above, or if thought best be apportioned to both.

In offering electives boards will be governed by the statement of approved courses given elsewhere in this circular.

All schools of this grade—the highest recognized by law—will be required to possess standard equipment, employ not less than two high school teachers, and otherwise meet all reasonable requirements and offer all the facilities necessary for standard high school instruction.

HIGH SCHOOLS OF THE SECOND GRADE.

Measured by the requirements for second grade high schools such schools will require an aggregate of not less than 512 recitations per year, and 1,536 in three years, for graduation. Each such school must continue not less than thirty-two weeks a year and offer an equivalent of not less than four courses a year of not less than four recitations a week in each course. I have not deemed it important to outline definitely as to what will be required in second grade high schools in each course, preferring for the time being to examine each curriculum by itself. In general it is recommended that the Foreign Languages, English, History, Mathematics, and Science be given proportionate representation in the curriculum. Schools of this grade will be required to possess a fair equipment, and have teaching force sufficient to do the twelve courses of work in a satisfactory manner.

HIGH SCHOOLS OF THE THIRD GRADE.

Measured by the requirements for third grade high schools such schools will require an aggregate of not less than 448 recitations per year, and 896 in two years, for graduation. Each such school must continue not less than twenty-eight weeks a year, and offer an equivalent of not less than four courses a year of not less than four recitations a week in each course. Considerable choice will be allowed in selecting the eight approved courses offered.

STATEMENT OF APPROVED COURSES.

1. *Ancient and Modern Foreign Languages.*

a. Latin. The importance of this branch is acknowledged. No high school has been recognized thus far as belonging to the first grade which does not offer four years of work in this branch. The aim of those intrusted to teach this study should be to secure not only ability to read and pronounce Latin, to construe and to render into idiomatic English, but also to make pupils acquainted with Roman antiquities, ancient history and geography. To these should be added a study of our own English speech, as influenced by the Latin language. The ordinary requirements and order of presentation are as here given:

First Year—Beginner's Latin, and Grammar.

Second Year—Cæsar's Gallic War (four books) or selections from miscellaneous sources.

Third Year—Cicero's Orations (six orations).

Fourth Year—Virgil's Aeneid (six books).

b. Greek, German, French, or Spanish. Certain high schools give in Greek the Beginner's Book, Xenophon's Anabasis, and Homer's Iliad; others offer the Elementary Book in German, French, or Spanish, and follow the same with selected classics. In high schools of the first grade, if any courses are offered in these languages, it is urged that not less than two years be devoted to the language chosen, otherwise college recognition of such work is likely to be denied.

2. English.

a. Composition and Rhetoric. There are so many phases of the study of English that it is difficult to express the matter in short compass. Each pupil should be taught to write clear and correct English. His daily and weekly practice in preparing written exercises and making paragraphs, abstracts, outlines and developing themes and giving reproductions; his study of the English sentence; his choice of words and growth in vocabulary; his acquiring a working knowledge of the rules and principles of rhetoric and the development of correct habits of thought and expression—these, it seems to me, are a very important part of high school work.

b. The History of Literature. The historical development of our literature; the biography of the great writers; the periods of special literary activity, and the development of our English language, are matters for proper study in well-conducted high schools. While important, perhaps it is well to say they are not of supreme importance, but no person should be allowed to graduate from a first grade high school without some idea of the history of our great literature.

c. English and American Classics. It is the practice of many of the better high schools of the state to read critically the books outlined by the association of eastern colleges. The study of characters, plots, purpose, style, and the memorizing of choice quotations of standard classics are to be encouraged. The figures of speech should be understood; and outside reading should be looked upon with favor.

For convenience the college requirements are here given. For careful study, 1903 and 1904: Shakespeare's Macbeth; Milton's L'Allegro, Il Penseroso, Comus, Lycidas; Burke's Conciliation with America; Macaulay's Essays on Milton and Addison. For general reading, 1903 and 1904: Shakespeare's Merchant of Venice, and Julius Cæsar; The Sir Roger de Coverley Papers; Goldsmith's Vicar of Wakefield; Coleridge's Rime of the Ancient Mariner; Scott's Ivanhoe; Carlyle's Essay on Burns; Tenny-

son's Princess; Lowell's Vision of Sir Launfal; George Eliot's Silas Marner.

3. History.

a. U. S. History (advanced). The advanced intensive study of the History of the United States must not be confounded with the study of the elementary text in the seventh and eighth years of the elementary schools. If taken in the high school as a separate branch it should be assigned a place toward the end of the curriculum and be given not less than one-half of a year. All pupils should have ready access to a library of not less than fifty or seventy-five specially selected volumes on American history and biography. The investigation of special topics and periods, together with their causes and effects, and the liberal use of note books and participation in discussions are recommended. The correlation of this branch with civil government is in a way possible.

b. Civil Government. The high school text book study of civil government is not to be confounded with the incidental study of the subject as a part of the United States history course required in elementary schools. It must be a study of the whole subject as presented in some standard text, and continue not less than a half-year. Such documents as the Ordinance of 1787, the constitution of the state of Ohio, and of the United States, should be given special attention.

c. General History. Many schools, especially in the smaller districts, use but one text on Ancient and Modern History, giving a year to the branch; others use separate texts on English History, Greek and Roman History, and American History, giving in effect a year and a half or more to the whole matter. It seems to me that a year to this important branch is as short a period as should be accepted in any school. In every instance the school library should contain some of the large standard general treatises, a number of the most important biographies, and provide a ready access to encyclopedias. Not only should pupils become acquainted in the high school with the general outline of history, but they should be taught to study individual epoch-making events, and learn something of the institutions, daily life and ideals of various peoples ancient and modern.

4. Mathematics.

a. Arithmetic (advanced). The assignment of this branch as a recognized high school study is not looked upon with favor except as made supplementary to algebra and other subjects, or as used for advanced review work toward the end of the high school curriculum, or as one of the commercial courses offered in schools otherwise attaining the standard. As a rule arithmetic should be fairly completed in the elementary schools. However, after pupils have had algebra and geometry, a review of this branch will often be found of service.

b. Algebra. This branch is so important in giving a new view to

mathematics already learned and making possible subsequent investigations, it is thought best to recognize no school which does not give the equivalent of one and a half years to the branch. Whether geometry is introduced before algebra is completed or afterwards is not so important as that the work be thoroughly done.

c. Geometry. In schools offering both plane and solid geometry, a year is ordinarily given to plane geometry, and a half a year to solid geometry. Some schools do not teach solid geometry, substituting trigonometry therefor. The benefits derived by pupils from the accurate and definite processes of mathematics, whether arithmetic, algebra, geometry, or trigonometry, are greatly increased by assigning to such branches teachers who thoroughly understand their work.

d. Trigonometry. If this branch is taken in the high school at all, not less than a half-year should be devoted to its consideration. A few schools require it, others offer it as an elective.

5. Science.

a. Physiology (advanced). The instruction given in this branch is not to be confounded with the ordinary work required in the elementary schools. Its character should be such as to merit recognition as advanced study, and a half-year be given to it. Some laboratory study certainly is desirable. The microscope can be used to give a fair idea of the various tissues. Chemistry will assist in making tests in the composition of various substances, and in the study of foods.

b. Botany. The subject of botany is given about a half-year of study in most higher grade schools. A laboratory is desirable with either simple or compound microscopes or both, and the usual equipment of water, gas, and tables. The collection of specimens, their analysis and classification, and the making of the herbarium are conducive to the scientific spirit and training.

c. Physics. The great importance of this branch is acknowledged. Thus far no high school of the first grade has been recognized as such where less than one year is devoted to this branch. It must not be pursued simply as a text book study. Experiments performed by the pupils themselves in laboratories properly supplied with apparatus and work tables, are indispensable to the correct study of the text. Two hours in the laboratory work to three in text book study is a fair division of time. A fair supply of apparatus for this work, outside of the construction of tables, and arrangements for heat, light, and water, can be bought or made at a cost of from \$100 to \$300, and a good supply can be had for \$500 to \$700.

d. Chemistry. Quite a number of the better high schools offer a course of one year in chemistry. If such work is attempted a chemical laboratory with modern up-to-date equipment and opportunities for indi-

vidual work is indispensable. Ordinarily speaking, the chemical and physical laboratories should be separate, but should be of easy access to each other.

c. Physical Geography. The text books on physical geography differ materially, some being intended for the first years of the high school curriculum, the others for the latter part of the curriculum. Despite technical distinctions it is safe to say that the teaching of the subject of physical geography is attended with good results. A half-year devoted to this study is time well spent. It answers a demand. In connection with the text book study it presents an excellent opportunity to teach or review descriptive geography, geology, and other branches.

f. Biology, Geology, Astronomy, Etc. A number of schools offer courses in other sciences such as biology (zoology), geology, astronomy, political economy, and psychology. These courses are usually elective, and ordinarily run for a half-year each. It is not deemed important to speak of these in detail.

6. "*Commercial and Industrial Branches.*"

There has been a growing tendency for some years past to offer in the larger schools courses in such commercial subjects as bookkeeping, phonography, typewriting, commercial law, and commercial geography, side by side with the college entrance courses. There is also a recognition of mechanical drawing, manual training, agriculture and other matters industrial in character. I have not thought it best to speak of them in detail, preferring that each case be considered on its merits. The same thing is true of vocal music, elocution, and other advanced studies offered.

7. "*Advanced Reviews of the Common Branches.*"

The law recognizes advanced reviews of the common branches as a part of the high school work. It is important that no misunderstandings arise as to the meaning of the law. To give unity of arrangement in the courses and definiteness of meaning to this language it is hereby insisted that such "reviews" be made either incidental to other recognized high school studies or that they be placed well toward the end of the curriculum. It will be insisted that seven of the eight courses offered in third grade high schools consist of approved high school courses other than "reviews"; that eleven of the twelve courses offered in second grade high schools consist of such approved courses; and that fifteen of the sixteen in the first grade schools consist of such approved courses. The intention is to recognize, when rightly planned and properly placed, not more than one course for a year, or its equivalent, in "advanced reviews of the common branches." Some choice as to the character of these reviews and the sequence of subjects presented will be given. The one real insistence is that the expression "advanced reviews" means in effect a new and larger

view of branches of study once fairly completed, not merely a continuation of elementary school subjects in the first year of the high school.

GRADUATION.

Section 4007-5 reads in part: "A diploma shall be granted by the board of education to any one completing the curriculum in any high school, which diploma shall state the grade of the high school issuing the said diploma as certified by the State Commissioner of Common Schools, and shall be signed by the president and clerk of the board of education, the superintendant and principal of the high school, if such there be, and shall bear the date of its issue. A certificate shall also be issued to the holder of each diploma in which shall be stated the grade of the high school, the names and extent of the studies pursued and the length of time given to each said study to be certified to in the same manner as set forth for a diploma."

It is the evident intent of this part of the law that each graduate shall receive a diploma suitable for preservation as is usual in such cases, and in addition a certificate of work done for commercial, college, or professional purposes. It does not appear to me necessary to outline a form to be used for the diploma, as the custom is well understood. In the matter of the form to be used in the certificate, however, it seems to me that some uniformity should obtain throughout the state. Accordingly I have outlined a form and caused it to be made a part of this circular, with the recommendation that it be substantially followed.

LEWIS D. BONEBRAKE,
State Commissioner of Common Schools.

CERTIFICATE OF HIGH SCHOOL RECORD.

This is to certify thatwas regularly graduated on.....190.. from a public High School maintained by the Board of Education of.....School District,.....County, Ohio; that at the date of said graduation said High School was according to law a regularly recognized High School of the.....Grade; and that the following is a correct statement of the work done by said graduate:

Subject.	Text Book Used.	Amount of Work.	No. of Weeks	No. of Recitations per Week.	Length of Recitation Period	Grade on Scale of 100

....., *Superintendent.* , *President.*

....., *Principal*. , *Clerk*.

....., 190..

LIBRARY OF CONGRESS



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